DOCUMENT RESUME

ED 304 804 EC 212 294

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TITLE Best Practice Standards for the Teacher of the Exceptional Child.
INSTITUTION Jefferson County Public Schools, Louisville, Ky.
PUB DATE 88
NOTE 48p.; Produced by the Department of Exceptional Child Education.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Organization; *Classroom Techniques; *Disabilities; *Educational Practices; Elementary Secondary Education; Handicap Identification; *Standards; *Student Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS *Jefferson County Public Schools KY

ABSTRACT

The state of the art of exemplary teaching in exceptional child education programs is spelled out in this report, which was generated from observations of such practices, particularly in classrooms in Jefferson County (Kentucky) Public Schools, and referenced against various professional standards. The best practice standards described focus on assessment, instruction, organization and management, and professional skills. Following the list of general best practice standards are standards specific to the following categories: learning disabled, behavior disordered/ emotionally disturbed, hearing impaired, visually impaired, educable mentally handicapped, trainable mentally handicapped, severely/profoundly mentally handicapped, multiple handicapped, physically handicapped/other health impaired, speech/language, early childhood special education, and adaptive physical education. (JDD)

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BEST PRACTICE

STANDARDS

FOR THE TEACHER OF THE EXCEPTIONAL CHILD

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BEST PRACTICE

STANDARDS

FOR THE TEACHER OF THE EXCEPTIONAL CHILD

1988

Jefferson County Public Schools

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BEST PRACTICE

STANDARDS

FOR THE TEACHER OF THE EXCEPTIONAL CHILD

The Jefferson County Public Schools is dedicated to setting and achieving a standard of educational excellence for all students. To this end, best practice standards were developed for teachers of exceptional children. In defining and refining these standards, the staff of the Department of Exceptional Child Education and ECE classroom teachers have advanced the district's professional effectiveness in meeting the cognitive and affective needs of its special students. Thus, the district is pleased to present this unique document to the wide readership concerned with the exceptional child.

Donald W Ingwerson

Donald W. Ingwerson, Superintendent
Jefferson County Public Schools

Acknowledgments

Under the aegis of **Dr. Booker Rice**, Deputy Superintendent for Instruction, and the direction of **Betty D. Muntz**, Coordinator, ECE Instructional Programs, *Best Practice Standards for the Teacher of the Exceptional Child* has been written and compiled by the following staff members:

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Clarice Denoux: Audiologist, Hearing Impaired
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Juanita White: Specialist, Educable, Trainable, Severely/Profoundly Mentally Handicapped, Multiple Handicapped
Portia Higgins: Specialist, Speech/Language Disorders
Richard Lewis: Specialist, ECE Early Childhood
Mary Schuhmann: Consultant to the Coordinator

Grateful appreciation is expressed for the support of two past directors of Exceptional Child Education, **William L. Capehart** and **Rose Kauffman**. Special acknowledgment goes to **Rose Kauffman**, Interim Executive Director for Curriculum and Instruction, for her guidance in the initiation, development, and refinement of this document.

Grateful appreciation is also expressed to all ECE Program Resource Teachers, classroom teachers, and James Swetnam, Adaptive Physical Education teacher, who contributed to the writing, review, and revision of this document by generously sharing their time and ideas.

INTRODUCTION

Child-centered in practice and philosophy, *Best Practice Standards for the Teacher of the Exceptional Child* comprises the state of the art of exemplary teaching in Exceptional Child Education programs.

Although this document was developed to fulfill a Board of Education goal for the 1987-1988 school year, it is also a response to an expressed need of ECE teachers who, in verbalizing the frustration of trying to explain the scope and intricacies of their professional responsibilities, have requested a description of best practices in the field. Therefore, this document was generated from observations of such practices, particularly in Jefferson County Public Schools' classrooms, and referenced against various acknowledged professional standards.

It is anticipated that *Best Practice Standards for the Teacher of the Exceptional Child* will be useful to teachers, administrators, related and support services staff, parents, other service providers in the community, professional organizations, and interested members of the community. Self-study, validation of good practices, staff development, benchmarks for new teachers, goal setting, priority determination, needs assessment, professional growth, and indicators of effectiveness are among the uses foreseen for this document.

Best Practice Standards for the Teacher of the Exceptional Child was written to serve as a hallmark of excellence for all educators of special children. The contributions of all who have participated in developing this document are appreciated. Additional comments will be welcomed by the Coordinator of ECE Instructional Programs.

Following the General Best Practice Standards are those specific to these categories:

- Learning Disabled
- Behavior Disordered/Emotionally Disturbed
- Hearing Impaired
- Visually Impaired
- Educable Mentally Handicapped
- Trainable Mentally Handicapped
- Severely/Profoundly Mentally Handicapped
- Multiple Handicapped
- Physically Handicapped/Other Health Impaired
- Speech/Language
- ECE Early Childhood
- Adaptive Physical Education

GENERAL BEST PRACTICE

STANDARDS

FOR THE TEACHER OF THE EXCEPTIONAL CHILD

GENERAL BEST PRACTICE STANDARDS FOR THE TEACHER OF THE EXCEPTIONAL CHILD

Assessment

- Interprets/uses psycho-educational test data in developing classroom instructional program
- Administers, scores, and interprets appropriate educational tests and/or screening instruments
- Selects testing and screening instruments based on multi-cultural considerations when possible; interprets testing and screening results based on the same considerations
- Formulates/conducts individual educational assessment using all formal and informal data, including information from parents/guardians
- Assists in development of Individual Education Programs (IEPs) based on formal and informal educational assessment as part of the Admissions and Release Committee (ARC) process
- Conducts ongoing assessment by analyzing and evaluating students' daily work and uses this information to develop instructional strategies

Instruction

- Incorporates the philosophy of the Jefferson County Public Schools and of the Department of Exceptional Child Education into the instructional program
- Follows Jefferson County Public Schools instructional scope and sequence for each subject area, the *Program of Studies for Kentucky Schools, Grades K-12*, the *ECE Procedures Manual*, and the *Pupil Progression, Promotion, and Grading Procedures* to develop IEP goals and to document student progress
- Uses both general and ECE curricula, adopted texts, and appropriate supplementary materials
- Applies principles of learning for most effective

teaching, e.g., "Teaching/Learning Process"

- Adapts teaching strategies to individual student's instructional needs and ability levels and, when appropriate, to preferred mode of learning
- Makes instructional adjustments for students with cultural and/or language differences
- Uses written lesson plans to help provide structure and consistency within a positive learning environment
- Offers students the option of and encourages the use of adapted materials and/or assistive devices, when appropriate
- Employs a variety of instructional materials, e.g., print, video, audio, manipulative, and creative and allows for a variety of response modes
- Provides students with skill development, guidance, and realistic feedback needed for successful transitions, e.g., from elementary to middle; middle to high; general to ECE; ECE to general; high school to vocational; vocational/high school to community living, post-secondary schooling, or employment
- Communicates and works cooperatively with administrators and general education staff in implementing mainstreaming requirements of the students' IEPs, e.g., resolving scheduling problems, monitoring student progress, and supporting general education teachers
- Assists students in developing social and life skills conducive to success in a variety of environments
- Fosters the development of a positive self-image
- Uses large and small group instruction as well as individual instruction, grouping students according to instructional needs
- Ensures the provision of regular or adaptive physical education, based on individual student needs

- Provides opportunities for career and prevocational skills training
- Recognizes and fosters creative ability and expression
- Collaborates with occupational therapists, physical therapists, speech/language clinicians, and other service providers to facilitate an integrated instructional program

Organization and Management

- Uses time effectively; focuses as much time as possible on the instructional process
- Schedules to maximize time on task in accordance with the *Program of Studies for Kentucky Schools, Grades K-12*
- Maintains current and accurate records
- Keeps copies of current IEPs available in the classroom
- Structures and maintains an attractive, safe, and orderly classroom
- Provides both contingent and non-contingent reinforcement as appropriate; recognizes and praises effort and achievement
- Selects, uses, and maintains materials and equipment which are age-appropriate and relevant to student needs
- Monitors the students while teaching, e.g., circulates within the classroom
- Has available for substitutes and/or assistants written schedules, anecdotal notes, e.g., health problems of individual students, medication schedules, and emergency procedures for students with special health needs
- Supervises teacher assistants, foster grandparents, volunteers, and/or student teachers to focus their activities on contributing to the instructional program, IEP goals, and health and safety in the class-

room
- Uses aversive techniques or strategies, including corporal punishment, *only* as determined by the ARC and outlined in the IEP or through following due process procedures in Public Law 94-142 and the JCPS *Uniform Code of Student Conduct*

Professional Skills

- Respects and recognizes the dignity of each student as an individual
- Demonstrates positive approach, willingness, and aptitude in working with exceptional children
- Demonstrates non-bias in working with students of various social and ethnic backgrounds
- Demonstrates knowledge of laws/regulations, standards, and policies at local, state, and federal levels
- Demonstrates knowledge of resources available from community and state agencies and professional organizations
- Participates in professional education and/or related organizations
- Has knowledge of current research and trends in education
- Reads relevant professional literature and attends inservices and conferences specific to the program taught
- Takes advantage of district resources, e.g., the Jefferson County Public Schools Professional Library, ECE Media Center, Gheens Curriculum Resource Center
- Sets and pursues personal and professional goals
- Establishes rapport and communicates effectively with school administrators, staff, students, and parents
- Functions as an ECE resource person in the local school, e.g., conducts inservice, models teaching techniques

- Demonstrates the ability to modify the instructional program through formal and informal evaluation, observation, and data from parents and other service providers
- Maintains confidentiality concerning each exceptional child
- Communicates effectively with other service providers, e.g., community agency personnel, medical professionals, related services staff, and paraprofessionals
- Models exemplary spoken and written language skills
- Observes best hygiene practices when assisting students with health and personal care needs and follows JCPS guidelines/policies for handling body fluids, etc.
- Establishes a partnership relationship with parents to ensure ongoing communication and total program consistency, involving parents in their child's instructional program to the greatest possible extent
- Promotes appropriate integration with non-handicapped students
- Is an effective student advocate
- Accepts responsibility for increasing student success and preventing failure by motivating students, monitoring their performances, fostering successful learning experiences, and assisting development of realistic self-awareness and self-control
- Uses peer support systems to share expertise and gain ideas from others for improving skills

Note: A few of these standards may not be pertinent to certain programs, e.g., the Speech/Language Program; exceptions are explained in the Categorical Standards.

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

LEARNING DISABLED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE LEARNING DISABLED

Assessment

- Uses formal and informal assessment data and ongoing analysis of student behaviors and responses: motor, social, oral, and written, to develop an instructional program unique to the student's identified disabilities and learning style

Instruction

- Establishes as the primary instructional goal teaching LD students *how* to learn; makes students aware of *how* they perceive, process, and express information
- Remediates identified specific learning disabilities, e.g., listening comprehension
- Incorporates reading, writing, and spelling skill development and remediation in all academic content areas
- Teaches concepts through the use of creative techniques, e.g., Accelerated Learning, visual demonstrations, and hands-on activities
- Employs direct instruction, including errorless learning, to teach new or difficult skills or concepts
- Uses group instruction and peer tutoring techniques during guided practice sessions
- Uses a variety of instructional materials, methods, and equipment to address individual learning needs and preferred modalities
- Assumes the role of "learning specialist" when Partnership (Team) Teaching with the "content specialist," the general education teacher, using knowledge of special instructional strategies to effectively work with ECE and at-risk students
- Consults with general education teachers, recommending specific strategies and/or materials to use with LD students in regular classrooms

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

BEHAVIOR DISORDERED/ EMOTIONALLY DISTURBED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE BEHAVIOR DISORDERED/EMOTIONALLY DISTURBED

Assessment

- Utilizes all pre-referral, referral, and assessment data, including data pertinent to behavioral and emotional development, to assist in formulating IEP goals and objectives

Instruction

- Fosters an environmental support system which incorporates defined roles and responsibilities of administrators, teachers, and support personnel to enhance implementation of the IEP
- Provides a positive classroom environment in which all staff consistently state and model expectations
- Evaluates classroom programming as it corresponds to any endorsed district standards
- Integrates instruction with practice of affective/social skills and, when necessary, uses local, district, and community support staff

Organization and Management

- Encourages student interactions in family and community settings
- Posts clear, concise academic schedules
- Utilizes a "levels" system of behavior management that addresses both classroom and specific individual goals based on assessment and IEP
- Initiates a clear, concise data collection system which reflects behavior management systems and strategies as well as pertinent anecdotal data
- Ensures student understanding of, and participation in, behavior management systems and strategies, and data-collection system

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

HEARING IMPAIRED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE HEARING IMPAIRED

Assessment

- Interprets/uses both formal and informal speech, language, and auditory test data in developing instructional programs

Instruction

- Task analyzes language and vocabulary skills required for each "learning"; designs lessons which will stimulate the development of the required vocabulary skills
- Incorporates individualized language and speech goals into the entire instructional day
- Checks for understanding of concepts and directions by having the students repeat, explain, or rephrase in their own words
- Uses a variety of activities/materials during instruction, especially visual supplements, e.g., pictures, filmstrips, role-playing
- Models and reinforces appropriate speech, language, and communication skills by using complete sentences when talking, signing (Signed English), and/or cueing
- Requires correct language usage from students at all times, giving specific emphasis to the target speech/language goals of the individual student
- Gears instruction of content areas to the students' language levels, which may require use of supplementary materials and/or textbooks
- Encourages students' use of all sensory modalities when communicating, including use of residual hearing and lip reading, e.g., teachers in the Total Communication classes should always talk and sign simultaneously
- Requires the students' use of properly functioning hearing aids unless precluded from doing do for

valid medical or audiological reasons
- Uses a variety of equipment to meet individual and/or group instructional needs, e.g., PAL machines, auditory trainers, speech devices, computers

Organization and Management

- Facilitates lip-reading and/or visualization of sign language by facing the students when speaking to them, e.g., by use of an overhead projector rather than writing on the chalkboard
- Assists all students in focusing on the speaker during classroom discussion, e.g., seats students in a semi-circle during class discussions in order to facilitate the lip reading and/or visualization of sign language of other students
- Initiates a system for daily checking of students' personal hearing aids and/or auditory trainers
- Works cooperatively with other teachers of the hearing impaired in meeting the individualized needs of all hearing impaired students located within the building

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

VISUALLY IMPAIRED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE VISUALLY IMPAIRED

Assessment

- Administers functional vision assessments to students with residual vision; collects data regarding students' use of vision and makes specific recommendations on the above to all appropriate teachers and other staff members
- Adapts mode of formal and informal testing so as not to penalize students for slow responses and difficulty in seeing materials

Instruction

- Offers every student the option of, and encourages the use of, adapted materials, e.g., enlarged type, braille, and/or recordings
- Encourages the use of braille materials for all subject areas by all appropriate students, specifically providing braille textbooks, materials, and daily work in reading/literature/language arts and in mathematics
- Orders recorded textbooks for all subject areas, regardless of the availability of braille textbooks
- Teaches and encourages use of adaptive equipment, e.g , typewriters, computers, closed-circuit television systems, magnifiers, braille writers
- Teaches basic orientation and mobility skills, tailoring instruction to students' environments and need for increasing independence; reinforces skills taught in advanced orientation

Organization and Management

- Collects and shares current medical information with school staff, parents, and other service providers, incorporating appropriate suggestions into students' daily programs
- Communicates with parents about any medically related concerns

- Assists school staff and community members in developing positive attitudes and expectations concerning the visually impaired

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

EDUCABLE MENTALLY HANDICAPPED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE EDUCABLE MENTALLY HANDICAPPED

Assessment

- Uses formal and informal assessments to determine social skills and career/prevocational needs

Instruction

- Uses a variety of instructional materials/techniques to increase students' language skills and independence
- Uses both group and individual instruction to develop appropriate behavioral and social skills
- Emphasizes reading and math needed for daily living, e.g., safety signs, survival words, supermarket labels/signs, handling money
- Focuses on career and vocational skill instruction to facilitate transition from school to adult community living
- Encourages student thinking and problem solving through questioning; helps student to see relationship, e.g., cause and effect, sequence
- Uses concrete examples and activities, repetition, and modeling to teach/reinforce learning
- Provides hands-on activities as part of daily instruction
- Encourages peer tutoring for guided practice
- Involves significant community persons through classroom and site visitations to expand students' knowledge of job roles, responsibilities, and recreational/leisure opportunities
- Provides cultural opportunities for students to enhance math, language, and reading skills
- Concentrates on the teaching of reading for future daily living skills and needs, e.g., newspaper, magazines, service manuals, instructions
- Task analyzes learnings to ensure student mastery

Organization and Management

- Provides systematically for skill acquisition, as well as maintenance and generalization of newly acquired skills
- Maintains age-appropriate curriculum, materials, and room displays
- Focuses the daily instructional program on the acquisition of functional academic and living skills

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

TRAINABLE MENTALLY HANDICAPPED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED

Assessment

- Collects and charts data to determine whether a pre-established criterion has been met and/or program revisions are needed

Instruction

- Provides instruction involving skills that promote independence and encompass the following areas: domestic, vocational, recreational, leisure, and social interaction
- Teaches students to respond to natural environmental cues, e.g., rest rooms signs in public buildings
- Utilizes opportunities to provide instruction, when possible, outside the classroom in environments where skills would naturally be required
- Employs the use of prompts and/or errorless learning to teach new or difficult skills
- Incorporates the technique of partial participation in instructional activities
- Makes provisions in the instructional program to prepare students for post-secondary experiences, e.g., in-school work sites, community, work experiences
- Incorporates motor skill development as part of the students' daily instructional program
- Works with related services staff in order to provide integrated therapy throughout the instructional day
- Focuses the daily instructional program on the acquisition of functional living skills

Organization and Management

- Plans systematically for skill acquisition, as well as for maintenance and generalization of newly acquired skills
- Maintains age-appropriate curriculum, materials, and room displays
- Uses repetition, modeling, and concrete examples to teach and reinforce the concepts

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

SEVERELY PROFOUNDLY MENTALLY HANDICAPPED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE SEVERELY PROFOUNDLY MENTALLY HANDICAPPED

Assessment

- Collects and charts data to determine when to make program revisions and/or when a pre-established criterion has been met

Instruction

- Selects functional activities that involve skills of immediate usefulness to the students
- Uses adaptive equipment/assistive devices to address instructional skill needs, e.g., active stimulation materials
- Incorporates the theory of partial participation in instructional activities
- Provides instruction, when possible, outside of the classroom in the environments where skills naturally are required
- Teaches skills that promote independence and incorporates the following areas: domestic, vocational, recreational/leisure, and social interaction
- Works with related services staff in order to provide integrated therapy throughout the instruc tional day
- Assists with the development of IEPs that reflect the following considerations:
  - Is this goal necessary to prepare the student to function in a post-school environment?
  - If the student cannot achieve this goal, will someone else be required to do it?
  - How often will the skill be useful in the average routine of life?
  - Is the skill similar to those encountered in a post-school environment?
  - Are materials used similar to those encountered in a post-school environment?

- Is criterion similar to those encountered in a post-school environment?
- Will this skill be useful in other settings?

- Employs the use of prompts and/or errorless learning to teach new or difficult skills
- Incorporates the following instructional areas into the daily instructional schedule: gross motor, fine motor, self-help, communication, social interaction, cognitive and sensorimotor skills

Organization and Management

- Observes best hygiene practices when handling student body fluids, e.g., use of plastic gloves, Finger cots, hand washing
- Uses age-appropriate materials for bulletin boards or other instructional wall displays
- Plans systematically for skill acquisition, as well as maintenance and generalization of newly acquired skills

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

MULTIPLE HANDICAPPED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE MULTIPLE HANDICAPPED

Assessment

- Collects and charts accurate data to determine when to make program revisions and/or when a pre-established criterion has been met

Instruction

- Provides instruction involving skills that promote independence and encompass the following areas: domestic, vocational, recreational/ leisure, and social interaction
- Utilizes opportunities, when possible, to provide instruction outside the classroom and environments where skills would naturally be required
- Employs the use of prompts and/or errorless learning to teach new and difficult skills
- Makes provisions in instructional program to prepare students for post-secondary experiences, e.g., in school work sites, community, and work experiences
- Incorporates motor skill development as part of the students' daily instructional programs
- Uses a variety of instructional materials/techniques to increase students' language skills and independence
- Uses group instruction to work on appropriate behavioral and social skills
- Emphasizes reading needed for daily living, e.g., safety signs, survival words, supermarket labels/ signs
- Encourages student thinking and problem solving through questioning; helps students to recognize relationships, e.g., cause and effect, sequence
- Uses concrete examples and activities, repetition, and modeling to teach/reinforce learning

- Provides hands-on activities as part of the daily instruction
- Concentrates on the teaching of reading for future daily living skills, needs, e.g., newspaper, magazines, service manuals, and instructions
- Task analyzes learnings to ensure student mastery
- Works with related service staff in order to provide integrated therapy throughout the instructional day
- Focuses the daily instructional program on the acquisition of functional living skills

Organization and Management

- Provides systematically for skill acquisition, as well as maintenance and generalization of newly acquired skills
- Maintains age-appropriate curriculum, materials, and room displays

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE

PHYSICALLY HANDICAPPED/ OTHER HEALTH IMPAIRED

BEST PRACTICE STANDARDS SPECIFIC TO THE TEACHER OF THE PHYSICALLY HANDICAPPED/OTHER HEALTH IMPAIRED

Assessment

- Adapts mode of formal and informal testing so as not to penalize students for poor/slow motor responses

Instruction

- Teaches and encourages the use of adaptive equipment, e.g., typewriters, walkers, hearing aids, computers, switches, communication devices
- Provides opportunities for students to have structured and unstructured gross motor activities; consults with physical therapists/occupational therapists regarding best ways to position, seat, lift, and carry each student; and implements those suggestions
- Works with related services staff to provide integrated therapy throughout the instructional day

Organization and Management

- Assists school staff and community members in developing positive attitudes and expectations concerning the physically or health impaired
- Strives to maintain the personal dignity of students requiring assistance with personal care, hygiene, and/or medical needs
- Communicates with parents about any medically related concerns
- Takes responsibility for obtaining that information about the medical/health conditions of individual students which relates to instruction, daily care, and safety

BEST PRACTICE STANDARDS SPECIFIC TO THE

SPEECH/ LANGUAGE CLINICIAN

BEST PRACTICE STANDARDS SPECIFIC TO THE SPEECH/LANGUAGE CLINICIAN

Assessment

- Provides speech and language screening to students, as appropriate
- Assists JCPS Health Coordinator's office with annual hearing screenings
- Selects, administers, and interprets speech/language tests in lieu of administering educational tests and provides non-oral assessment for non-verbal students; conducts oral mechanism exams; secures medical clearance for voice therapy; utilizes information from both formal and informal assessment procedures; and summarizes assessment data, in writing, prior to the ARC

Instruction

- Is familiar with a variety of programs and strategies for the remediation of articulation, language, voice, and fluency disorders
- Is able to provide the rationale for specific therapy techniques with individual students
- Maintains daily therapy logs on all students served in lieu of written lesson plans and utilizes the logs to plan/adjust therapy to meet students' needs
- Utilizes state and JCPS guidelines to provide direct and indirect instruction, based on students' IEPs
- Utilizes functional strategies to maximize carryover in the classroom, at home, and in the community

Organization and Management

- Provides each principal with a copy of the therapy schedule for the students served in that principal's building
- Provides each building principal with the Monday through Friday school therapy schedule (Itinerants only)

- Provides central office staff with data needed to ensure that sufficient staff/materials are available to meet students' needs

BEST PRACTICE STANDARDS SPECIFIC TO THE

ECE EARLY CHILDHOOD TEACHER

BEST PRACTICE STANDARDS SPECIFIC TO THE ECE EARLY CHILDHOOD TEACHER

Assessment

- Ensures that all assessment sessions are quiet, relaxed, and nonthreatening
- Develops rapport with the child prior to recording test performance
- Adapts test items and materials to increase the instructional usefulness of assessment information
- Participates in collecting and synthesizing medical and assessment information from other sources and disciplines (including the parents) to ensure a more accurate picture of each student's abilities and needs and to minimize the possibility of the inordinate influence of a single report or finding

Instruction

- Understands typical and atypical child development and uses that knowledge to plan instruction in functional skills which lead to independence and competence
- Understands the educational implications of handicapping conditions
- Plans lessons that involve all the senses and integrates activities from all appropriate related services
- Actualizes the theories of partial participation, normalization, and criteria of ultimate functioning in instructional activities
- Provides instruction in all developmental skill areas: motor, cognitive, language/communication, creativity/play, self-concept, social, and self-help
- Allows ample time for demonstration, practice, and review
- Provides summary and closure for learning activities
- Uses classroom transition periods effectively for in-

cidental and naturalistic teaching activities, capitalizing on nonstructured and nontraditional "teachable moments"
- Provides adequate unstructured time and room arrangement conducive to child-directed activities that facilitate social interaction as well as developmental competence
- Uses several different activities to teach specific goals and objectives
- Facilitates mainstreaming in the least restrictive but stimulus-rich educational environment as appropriate for the individual needs of each student
- Communicates with students on their eye level with age-appropriate, understandable language
- Implements intervention strategies that facilitate positive parent/student, sibling/student, and student/student interaction

Organization and Management

- Observes best hygiene practices when handling body fluids and waste
- Maintains a sanitary classroom environment and selects educational materials which will keep the transmission of illness to a minimum

Professional Skills

- Functions as a resource person to explain the rationale of early intervention to school staff, parents, and the community
- Understands and is able to explain the function of other disciplines likely to be involved in assessment or intervention
- Assists families in securing supplemental services based on family need
- Understands the unique factors that influence family functioning when a preschool student is handicapped

- Coordinates educational and related services
- Is familiar with community resources available to preschool students with handicaps

BEST PRACTICE STANDARDS FOR THE TEACHER OF

ADAPTIVE PHYSICAL EDUCATION

BEST PRACTICE STANDARDS FOR THE TEACHER OF ADAPTIVE PHYSICAL EDUCATION

Assessment

- Administers and interprets appropriate motor skills and fitness screening assessments
- Consults physical/occupational therapist to determine motor function, when appropriate
- Reviews test results of the Brigance or L.A.P. screening instruments
- Uses medical records when appropriate in developing individual students' Adaptive Physical Education programs
- Uses all formal and informal assessment data to assist in development of IEPs, including decisions related to appropriate classroom environment for A.P.E.
- Reviews routinely IEPs for current A.P.E. related information

Instruction

- Is familiar with the four sequential programs provided by Jefferson County Public Schools and reviews others as they become adopted:

  Cherokee County (Alabama) Project Curriculum Guide—Special Physical Education / Recreation for the Severely Handicapped

  I Can—Pre-Primary Motor and Playskills Program (Michigan State University)

  I Can—Primary Skills (Hubbard)

  I Can—Sport, Leisure, and Recreation Skills (Hubbard)

- Provides a positive classroom environment to help improve student self-image in mainstream situations which are appropriate and in accordance with the IEP
- Emphasizes experiences that develop frequently used basic skills, e.g., lateral and horizontal movements
- Incorporates novel and exciting activities so that the child may experience success
- Changes, adapts, and modifies activities to suit the needs of the group or individual
- Provides physical fitness activities that contribute to:
  - -Cardiovascular endurance (aerobics)
  - -Flexibility
  - -Muscle tone (strength)
- Uses as many sensory stimuli as possible, such as:
  - -Verbal cues, e.g., calling the student's name
  - -Visual cues, e.g., modeling
  - -Physical cues, e.g., prompting
  - -Manual guidance, e.g., manipulation
- Uses a task analysis approach:
  - -Each activity should be broken down into its smaller parts.
  - -Each is taught separately at first, then teamed together to improve skill level.
  - -Task analysis is "part-learning" rather than "whole-learning."
- Uses both tangible and social rewards, when appropriate

Organization and Management

- Includes the development of leisure time activities in classroom planning
- Selects activities with safety in mind
- Gives consideration to physical, social, and skill development, as well as age/grade placement, when

placing children in appropriate class environment

- Communicates effectively with parents, teachers, and other school/district personnel to stay informed of changing situations, e.g., physical/medical conditions, pupil progress, program modifications, curriculum/materials needs